

## **TEP Glossary**

**Accommodation** – Practices and procedures in the areas of presentation, response, setting and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

**Alignment** – The consistency among objectives, pre-assessments, instruction, formative assessments and summative assessments.

**Analysis of Data** – Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

**Artifacts** – Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

**Assessment** – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

**Anecdotal Record** – A written record kept in a positive tone of a child's progress based on milestones particular to that child's social, emotional, physical, and cognitive development. Recording happens throughout the day while actual learning occurs. Recordings are made when appropriate and are not forced. This method is informal and encourages the use of a note pad, sticky notes, and a checklist with space for notes, etc. Continuous comments are recorded about what a child can do and his/her achievements as opposed to what he/she cannot do.

**Authentic Assessment** – A broad evaluation procedure that includes a student's performance or demonstration of complex cognitive behaviors. Assessment occurs in the context of normal classroom involvement and reflects the actual learning experience (i.e. portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances, which are assessed, are like products and performances that occur in the "real world."

**Basal Textbook** – A book that offers a basis for instruction for a course or grade level that is organized to provide appropriate progression of information on a subject being studied.

**Baseline Date** – Information collected to comprise a reference set for comparison of a second set of data collected at a later time; used to interpret changes over time usually after some condition has been changed for research purposes that sets the stand for any research that follows in the same project.

**Beliefs** – A core group or set of guiding principles that serves as a basis for decision-making.

**Best Practices** – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, and procedures impacting teaching and learning.

**Benchmark** – A term used interchangeably with "exemplar." A benchmark is an example of student work that illustrates the qualities of a specific score on a rubric or scoring guide. Benchmarks are models of performance that illustrate, by way of example, standards of teaching and/or learning at different levels.

**Civic Organizations** – Clubs, fraternal or other community groups that have a knowledge, awareness and experience to make a contribution to the larger community.

**Classroom Writing/Working Folder** – A collection of student writing in different stages of development from more than one content area.

**Co-curricular Activities** – Clubs, athletic teams, intermural or other school based organizations or activities that provide opportunities for students to participate in the school community.

**Collaboration** – A systematic process by which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results.

**Common Items** – Items on the assessment taken by all students and on which individual student scores are based.

**Computer Assisted Instruction** – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

**Consolidated Plan** – A school improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

**Cooperative Learning** – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

**Critical Attributes** – Those descriptors that define necessary components of the primary program. They are: developmentally appropriate skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

**Criteria** – A standard on which a judgment or decision may be based.

**Curriculum** – An organized plan of instruction that engages students in learning the standards that have been identified at the state and local level.

**Curriculum Alignment** – A curriculum in which what was taught, and how it is assessed is intentionally based on, but not limited to the *Kentucky Program of Studies* and the *Kentucky Core Content for Assessment*. The sequence for learning in an aligned curriculum is articulated and constantly discussed, monitored and revised.

**Curriculum Framework** – Transformations: Kentucky's Curriculum Framework, Volumes I & II provide direction in the development of local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

**Data** – Information providing measured evidence of progress.

**Demonstrators** – *Expansions of the Academic Expectations* that further define what students should be able to do as found in *Transformations*.

**Developmentally Appropriate** – The use of content, instruction, and assessment that meets the student's ability to reason, interpret, focus, communicate, and interact, both social and academically.

**Development Appropriateness** - This concept of developmental appropriateness has two dimensions:

- Age Appropriateness – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- Individual Appropriateness – Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with the children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

**Differentiation** – A philosophy, which involves students giving multiple options for taking information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, process or make sense of ideas, and develop products.

**Diverse/Diversity** – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement, and retention.

**Educational Equity Plan** – A plan which addresses equity within the school environment.

**Educational Technology** – A variety of equipment used to teach pupils, including computers, telecommunication, cable television, interactive video, film, lower-power television, satellite communications, and microwave communications. In the future, special rate funding will provide such equipment.

**ELL** – English Language Learners

**Empowerment** – The process of providing stakeholders with the opportunities to make decisions through a consensus building process.

**Equity** – A condition that occurs when a community believes in and provides access, opportunity, and fairness to all learners as demonstrated by the absence of any form of discrimination.

**Exhibits** – Documents, artifacts, or other products that demonstrate an intern's performance on a task.

**External Criteria** – The list of requirements for judging work (i.e. rubric, scoring guide).

**Family Literacy Initiative** – A national and state movement involving at-risk children and their families, with sufficient intensity and duration, to make sustained changes in their lives through the educational process.

**Family Resource and Youth Services Centers** – Centers established to provide programs and make referrals to service agencies to assist students and families in need.

**Flexible Grouping** – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

**Focus Groups** – Ad hoc committees or groups formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

**Formative Assessment** – An assessment for learning used to advance and not merely monitor each student's learning (Stiggins, 2001). Strategies undertaken by teachers and students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Assessments become formative when evidence is used to inform instruction and meet the needs of the students.

**Gap Groups** – Groups of students in a school or classroom who are not performing at the level of proficiency. They might include students who are ELL, have an IEP, have a 504 Plan, or some other special education needs, students in a gender gap or those who are falling behind because of cultural and /or economic factors.

**GSSP** – Gifted Student Services Plan

**Higher Order Thinking** – Comparing, analyzing, synthesizing, evaluating, and applying knowledge by classroom strategies that go beyond dissemination of factual information.

**Heterogeneous Grouping** – The grouping of students in classrooms on the basis of mixed abilities.

**Holistic Scoring** – A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards, which are targeted.

**Homogeneous Grouping** – The grouping of students based on similarities, i.e., chronological age, reading ability, and test scores.

**IEP** – Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations.

**Inclusion** – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

**Indicators** – Descriptors of each standard on which a candidate is evaluated using the Performance Observation Form as an evaluative tool.

**Integrated/Interdisciplinary Curriculum** – A curriculum, which purposefully links disciplines across the academic spectrum.

**Intervention** – An educational practice, strategy, curriculum or program to enhance learning for students.

**Instructional Materials** – Any print, non-print, or electronic medium of instruction designed to assist students in achieving academic expectations.

**Instructional Practices** – Methodology used by teachers to engage students in the learning process.

**Integration of Technology** – Incorporating the use of computers or other technical equipment into the curriculum.

**Learning Environment** – Any setting or location inside or outside the school used to enhance the instruction of students.

**Learning Objectives/Outcomes** – Learning objectives, sometimes referred to as outcomes, are statements that specify what learners will know and/or be able to do as a result of experiencing the teaching of the series of lessons developed for inclusion in the TPA. Learning objectives/outcomes are usually expressed as knowledge, skills, or attitudes.

**Learning Targets** – Educational aims or end products which encompass all goals and objectives. Sometimes learning targets are referred to as “I Can” statements.

**Local Task Group** – Similar to a Focus Group in structure and function.

**Manipulative** – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

**Mentoring** – Providing support for activities in a learning process by a person who usually has more experience or expertise.

**Misconceptions** – Student responses that indicate inaccurate understanding of content.

**Mission** – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school’s progress towards its defined purposes. It emphasizes the conditions that must be present in schools where all children succeed.

**Modality** – The sensory styles through which people receive information.

**Model Site** – A primary program in completion; ;one that includes all of the Critical Attributes as outlined by the Kentucky Department of Education.

**Modeling** – A teaching strategy in which the teacher demonstrates to students how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud.”

**Modifications** – Practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency and a particular grade level.

**Multicultural Education** – (1) Interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

**Multi-Age** – Grouping students of various ages together.

**Non-Academic Data** – Formally referenced as non-cognitive indicators of a school’s progress (retention rate, dropout rate, attendance and school to work transition) included in the calculation of the school’s Academic Index.

**Objectives** – The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in “Identify and describe eight major causes of the Civil War.”

**On-Demand Writing Prompts** – Also known as “writing prompt,” “prompt,” “timed writing,” or “directed writing.” Interchangeable terms refer to timed structured writing assessments that require extended writing, including essays, letters, compositions, etc.

**Open-Response Items** – Questions that require students to combine content knowledge and application of process skills in order to communicate the answer.

**Outcome** – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

**Partnership** – Involvement of parents and/or family members and students themselves in a variety of home and school based partnership activities.

**Patterns of Achievement** – Regular growth in knowledge that can be charted or graphed showing the progress of a student focused on objectives.

**Peer Collaboration** – Students working together in a group to solve a problem.

**Peer and Cross-Age Tutoring** – See Authentic Assessment.

**Portfolio** – A purposeful or systematic collection of selected student work and student self-assessments developed over time, gathered to demonstrate and evaluate progress and achievement in learning.

**Process** – The steps a student takes in reaching the final performance or product.

**Professional Development** – An intentional, ongoing, systematic process. It is embedded in the process of developing and evaluating curricula and student assessment.

**Professional Growth Plan** – The plan teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators. It usually contains directives in areas needing improvement.

**Prompts** – Statements that provide direction for teaching tasks utilizing guiding questions, suggestions for specific actions, and graphic organizers that a candidate may use to complete teaching tasks.

**Reflective Thinking** – A process that provides a structured opportunity for students to consider what has taken place and the feelings that have been stimulated through an experience.

**Reliability** – The accuracy and repeatability of a measurement.

**Reliable** – The consistency of assessment results from an instrument over time or over a number of trials.

**Response to Intervention (RTI)** – Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students’ progress is closely monitored at each stage for intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

**Rubric/Scoring Guide** – A set of scoring guidelines to be used in evaluating a student’s work.

**School Based Decision-Making** – A council is typically composed of two parents, three teachers, and an administrator. Councils adopt policies relating to instructional materials, personnel, curriculum, extracurricular programs, and other aspects of school management. Exceptions are: successful schools that request a waiver, districts that have only one school, district-wide operated schools, such as vocational and alternative, and special education school.

**Scrimmage** – Practice tests that schools administer to improve student performance on the Commonwealth Accountability Testing System.

**Self-Assessment** – A student’s evaluation of his/her own work.

**Service Learning** – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth and become better citizens.

**Stakeholder** – Any person or group of people associated with the school community that has an interest in the success of the school and its programs.

**Standard(s)** – Content: A description of what students need to know and be able to do. Performance: A description of how well students need to perform on various skills and knowledge to be considered proficient.

**Strategies** – Plans and methods used by both teachers and students to approach a task.

**Student Centered** – Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on the students.

**Summative Assessment** – An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth & Viegut, 2006)

**Technology** – Includes, but is not limited to, computers, telecommunication, cable television, interactive video, film, television, satellite communication, and microwave communication that are in supplement instruction.

**Thematic Approach to Curriculum** – An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are actively engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks up to several months.

**Title I** – Federal law and dollars for special help for disadvantaged children, from the federal law improving America’s Schools Act.

**Teacher Performance Assessment** – The Teacher Performance Assessment (TPA) is the critical performance for the undergraduate teacher education program clinical practice experience. The TPA is designed with structures and process in place to measure teacher effectiveness, via classroom instruction, as well as the learning gains of students. As the sequence of 3 lessons is developed, students completing the section assignments will be exposed to “backwards design,” which includes both formative and summative assessments. Data analysis from the assessments can, and should, drive decision making related to curriculum, instruction, and assessment.

**Tracking** – Grouping students based on their abilities.

**Universal Design** – An approach to designing environments and products so they may be used by the widest range of users, without adaptation. It is also a way to conceptualize access and to maximize learning for the greatest number of students.

**Validity** – A measurement's ability to actually measure what it purports to measure.

**Values** – A core belief structure.

**Vision** – A future oriented aspiration for the teaching and learning environment of the school.

**Welcoming School Environment** – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

**Writing Assessment Portfolio** – A selection of a student's work, no longer required as part of state assessment, that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.